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New York, February 21, 1880.

Women as School Teachers.

On Wednesday, Feb. 11, the Legislature passed a bill allowing women to be elected as trustees of schools, and authorizing women to vote for school trustees. There were only three opposing votes in the House and one in the Senate. Governor Cornell recommended in his message that women should be allowed to act as trustees. This bill also authorizes them to vote for trustees. This is permitted in Cal., Ind., Kan., Ken., Mass., Mich., Minn., Neb., N. H., Or., and Tex. In Cal., Conn., Ill., Ia., La. Me., Md., N. J., Pa., R. I., Tenn., Tenn., Vt., and Wis. they may be chosen as trustees.

The State Superintendent.

It is well known that some one is to be elected to succeed Mr. Gilmour; there are at least four candidates—J. H. Palmer of Yonkers, Sidney G. Cook of Wayne, Casper G. Brower of Westchester county, and John J. Gilbert, who was in the House last winter. Our advisers from Albany represent Mr. Gilmour as being so popular that he will be easily reelected. That he has labored honestly, efficiently and wisely everybody admits. He is a man whom all feel the school interests can be entrusted to with perfect safety. Mr. Gilbert does not develop the strength that was expected, from the fact that he had been so favorably known in the Legislature. The general opinion, formed on what the present incumbent has done, is in favor of Mr. Gilmour's reelection; with this we agree; he is undoubtedly the best man for this high position.

Real Teaching vs. Show Teaching.

There was some sound advice given by Supt. Thomas F. Harrison in his address before the teachers last week. And it is refreshing to say that from four hundred to five hundred teachers assembled to hear it. For it has been said over and over that there was not enough educational spirit left here to attend a lecture on education. We suspect it was because Supt. Harrison left the "glorification" beat that most lecturers delight to walk in, and entered on the realities. It is pretty plain, from the brief summary we gave of this excellent address, that the traditional methods of the school-room—the shows that have sway are to be attacked right here in New York, and common sense will reign triumphant ere long.

"We hail 'the good time coming';" an auditor exclaimed when the Hutchinsons sang about it so sweetly, "Heaven hurry it up!" We would say heaven has a long time been disgusted with the shows in the school-room, it is only the teachers who have been satisfied with them.

Of course, there will be thousands of teachers right here who will say "We know this is all wrong; we know it is bad for the scholars; we waste three-fourths of the pupil's time in senseless things, but we are obliged to do it to earn our bread and butter." Has the race of teachers become, then, so base and cowardly that it dare not protest? Is the old Puritan spirit quite dead?

Will not the teachers of this city meet and debate, laying aside that hard bony encasing that school-room work (not teaching, mark you) envelops most of its devotees with, and coming together in the spirit of true learners, with meekness, docility, patience and devotion to their sacred calling? Will they begin a careful and extended study of the principles of education, until they know by that study and by their own observation what a child needs to know and how he learns and how can be best taught this knowledge? And, finally, will they discuss this other vital topic, viz., What sort of persons should be entrusted with the responsibility of teachers?

If this could be done, we shall predict the beginning of an Educational Revolution. The age demands it; the children mutely demand it. But we candidly fear the time has not yet arrived. The educational mill will grind on for many years yet because of all timid persons the public school teacher takes the prize. He is afraid to head a movement looking to Emancipation, for fear he will be counted out. He does not denounce the "Cut and Dried" Course of Study that demands the same amount to be crammed into each cranium for fear of being marked "Poor," lest he be looked on as a disturber of the peace. So the sham will, for some years at least, postpone the True.

School-Room Dreamers.

There is no class of persons that contains as many dreamers as the educational class. A certain teacher graded his school perfectly; the just amount of mathematics and language was to be administered every day; time was fixed to a minute for reviews, and yet that school did not succeed; the patrons said it was they as dust. The teacher allowed himself to dream of perfection to be attained in his school-room only when that ugly John Smith who will make faces behind his book, and that pert Susan Jones shall have left; and how ardently he wishes they would leave though they are the very sinners he was sent to call to repentance.

Part of his dreaming is of a perfect educational paper. His idea of the paper he would publish (for every body thinks he could preach a better sermon than he has heard, and edit a better paper than has been seen yet) are somewhat as follows: He would have the most trenchant editorials, that would cut so keen that the readers would feel them to their very marrow. How he would exorcise the dead fossils! How he would wake up Boards of Trustees and Boards of Education! How he would fix the too inquisitive Superintendent! If an assistant, he would smite the over-bearing principal; if principal he would hit hard the uncongenial and thick-headed assistant! As to lectures, papers, addresses, etc., he would begin with President Porter or Dr. McCosh and have the subject of

education treated as it never has been yet; the grandest ideas and thoughts should glow on every page. As to news, he would have every event carefully compiled, every death, marriage, promotion, etc., etc.

Sometimes an idealist starts an educational paper; he has a thousand dollars and he sets out on his glorious work; he will "fill the gap"—the aching void at last. He gets out the first number with fear and delight; he expects to astonish the world. He thinks when the educators clap their eyes on it, they will say as the posters on the walls say of Herrick's Pills "found at last." He is rather astonished at the cool reception his fellows give to his sheet. In fact, they seem to feel towards it just as he does to every other educational journal beside his own. He tries again; the next number shall start them; he sends out several hundred copies, mailing one to each teacher in the directory of—city and watches for results, but not a soul responds! And after a struggle of a few months he retires from the field a sadder and wiser man; he has learned that his ideal educational paper won't go.

There are plenty of teachers who excuse themselves from taking a paper on the ground that it doesn't suit them. The real reason is that they are too stingy or lack in practical character,—probably both. There is not an educational paper published but is beyond these men, some are very far beyond them. There are a dozen educational journals in this country that the best teachers have a right to be proud of.

Let these idealists realize the true state of case; let them subscribe for an educational journal at once and commence to read and practice what they read and they will be surprised to find what solid and useful things it contains.

The Telephone in the School-room.

The Board of Education of this city has lately been considering the propriety of having a telephone in each school building. This is but an entering wedge for a grand system of telephone teaching. We beg to caution the teachers to be on the lookout. Undoubtedly there is a plan on foot to have a telephone in each class room, and then only one teacher will be needed for each grade in the whole city!—that is some fourteen in all! In France the Supt. of Instruction has fixed it so that the same thing is taught at the same instant in all the schools! This is only the preparatory stage to the telephone.

Undoubtedly there would be a great saving in money. Telephones are cheaper than men and women; they rent for about a dollar a week. Some of the Board of Finance will soon see this point and only allow enough to have a first class telephone.

We mention this matter for two reasons, first we claim a priority in the idea. We have applied for a patent on it and shall make it hot for those who infringe on our rights. And next to warn the teachers to be looking out for some other business. And this is a serious matter. For if it can be applied in a city why not in a whole state? Telephoning can be done over thousands of miles. In the course of a few years only, the 300,000 teachers now employed will have to seek other employment. It will be as hard for them as it was for the poor weavers when the power looms were discovered. They resisted, burned the buildings, broke the looms, but all in vain.

The teachers little know what an irreparable damage has been done them by the great Edison. Instead of placing him before the boys and girls as the wonderful man of the age they should only speak of him when necessity requires.

It may be said by some croakers that the teachers are only telephones now; that the course of study orders a certain routine of work and that they are obliged to follow it, that they have no chance to be original and effective; that they are obliged to teach the pupils to spell long lists of words that they will never hear of again; that they are ordered to drill them on grammar for several years only to waste time that might be better spent; that examinations are on technicalities and not on the substantial things that should be known and hence the

the telephone will be no worse. All these things are croakings; every thing is lovely; the present generation is being well stuffed with facts. It reminds one of the fellow who tried to see how large a proportion of saw dust he could mix with the bran he fed to his horse. He arrived at the spot finally where the horse had only woody fibre in his manger; but as it looked like bran he never knew the difference! It was an interesting moment for science! But unfortunately for further observation, the horse at this juncture expired.

How little teaching and how much telling has been carefully experimented upon. It has been supposed that a certain amount of knowledge could be poured in each day, whether or no. In the course of eight or so years the boys and girls would certainly turn out wonderful Crichtons! The only trouble is they don't.

Manliness in Education.

No one can visit a school without being deeply moved. Those who will represent the genius, the valor, the self sacrifices of the next generation are there; the mighty powers that shall stir the world when we are gone, the orators, the poets, the writers, the heroes on land and water, the inventors, the hearts feeling, aspirations and hungerings beyond speech are all there. One enters of necessity into sympathy with this generation that is wholly unconscious of what is before it, and it is this very weakness that commands the teacher to live and act simply, bravely, heroically and manfully day by day and hour by hour. Let him teach ever so thoroughly and learnedly and lack manliness and it were better a mill-stone were hung round his neck, and he cast into the depths of the sea as far as the doing of good to those young beings is concerned.

It needs manliness to resist the tendency to cram in knowledge when that does not meet at all the really pressing need of the children. It is pathetic enough to see a dumb person surrounded by those who can speak but yet who cannot speak to him. And so the dumb inner heart of the child often cries aloud to have a single word spoken to it. In the presence of a comprehending heart there grows up a consciousness of the ideal being he might be, such as he was intended to be. Happy is the man who feels that every pupil, no matter how young he is, has heard the call to put aside evil habits and to live a brave, simple, truthful, manly life! But this can scarcely be expected unless the teacher is himself the leader in all these things. To make the end of his work the cramming in of a daily, set amount of knowledge and to rehearse that knowledge is but a small part of what one human being can do for another.

Let us look where we will in pagan or modern history, the enchanting thing in nursery rhyme in Robinson Crusoe, or Pilgrim's Progress is the appearance of manliness. And in the school-room this trait should ennoble all scholarship. In Marlborough College, England, the lines of Emerson are written high up:—

"So close is glory to our dust
So near is God to man—
Where duty whispers low 'thou must,'
The youth replies I can."

And facts everywhere breathe the same thoughts. It is in the air and sky above us; it is in the water and the rocks. Shall man not feel it, too? Shall he convey it to his young brother, and thus intensify it and pass it down the ages?

It needs manliness to rise above the tending to routine that eats into our school-rooms and leaves them like a honey-comb from which the honey has long since been extracted. To become heartless as to the results is the one stage of degradation; but it is not the first; not to be hourly and momentarily conscious of the supreme value to the soul of those aspirations

"Which be they what they may
Are yet the fountain light of all our day,
Are yet a master light of all our seeing,
Uphold us, cherish and have power to make
Our noisy years seem moments in the being
Of the eternal silence; truth that woke
Fresh flowers—to perish never,"

is the beginning. If the teacher is content with the low things of life his scholars will catch that spirit in their plastic state and will be moulded to it. No man leads a true life who does strive to reach each day something above and beyond; so it must be for scholars and teachers. Loyalty to ourselves is the highest act. To teach only the set work of the school-room would be dreary enough. Can

one think of a more painful work than to point young beings on to glory and honor and have no love for either.

Manliness is needed to follow an ideal. Heaven help those who have no ideal! Shall he read of the Golden Fleece and the Siege of Troy and be unstirred? No, there is a call within to come up higher; if he pauses and listens to that call he hears it sounds louder and clearer. If he tries to-day to meet it he will feel more joyful and able to to-morrow. He will find that he must cut a straight path for his feet, he must let the clear light of day shine on every act. He will then try to make the path for the young feet easy and pleasant to walk in. The teacher of all persons should act from the noblest motives. To say that these will produce the richest results in the school-room is true and so far they will recommend themselves to the teacher as an elaborate machine is to be chosen above hand-labor. But it is not on this ground that manliness is urged for who ever would adopt it for such ends cannot adopt it all. No, manliness cannot be employed by time-servers, hypocrites, those who nurse the pride of the eye, to whom the present is all. Down at the bottom of all must be a profound sincerity. Whether it pays or loses loyalty to the highest! Perish good clothes, fine houses, applause, even high scholarship, but the growth in the minds of humility, magnanimity, courage, and all noble qualities.

Every one must see that his work is based on real educative principles; not that he becomes a repeater of the dead facts of the world. He must constantly refresh himself with studying the works of the masters. Has he in his hands day by day the volumes of the great teachers? Does he note the strain of manliness that rings through them all? They are forever dealing with the low by means of the high. We cannot but be conscious of the effort of the great teachers to minister to the spiritual natures of the pupil, not as theologians but as men. And so, he who would really teach must ever labor and thus will be build better than he knows.

For the NEW YORK SCHOOL JOURNAL.

Normal Schools.

By JOHN OGDEN.

Much is said these days about normal schools. Let us therefore inquire into the nature of a genuine Normal school, and see if it is really needed in our system of public education.

I. What is the normal school; and what is the true relationship existing between it and other higher institutions of learning?

II. What is its specialty; or what does it propose to do in the work of popular instruction that cannot be done by other schools?

Upon the proper understanding and determination of these questions depends much of the future success of normal schools in this country. Their past has been crippled and their future rendered doubtful in consequence of an unfortunate misconception of their true mission. There is a great confusion of ideas among normal school men, and educators generally, respecting the actual work that should be done by these schools. All kinds of extravagant nonsense, as to what these schools are able to do, their superiority in point of advantages for acquiring an education, both as to the time and thoroughness, and all that, while it is a well known fact, that their scholarship, especially that of the private normal school, is rather below than above the average college or high school; so that it becomes a matter of some importance, in setting forth their claims, that their legitimate work be clearly defined.

All higher institutions of learning have, ostensibly, the same object, viz., to develop the best talent among the people, to widen the circle of general intelligence, begun, it may be in the lowest grades of school, and to enlarge the sphere of scientific research, for which this elementary knowledge and consequent despatch, may have prepared the way; and in the technical schools, this object is accomplished by the special application of this knowledge to specific ends.

And right here is where the special differences arise. Indeed, it may be said that all schools of whatever grade or character, have a common object, which may be stated in general, the preparation of the young for the proper discharge of the various duties of life. Nothing more could be expected of them—and, 'twere a glorious thing if even this were done well. But they travel side by side only till they reach a certain point, where they begin to diverge, the one from the other. This point is where

simple acquisition and discipline, as such, end, and the technologies, or the various uses of knowledge begin. And here, each department or school, in its scientific research, calls into existence a corresponding mechanism, differing from every other, in so far forth as the individual purposes differ. Hence the law school, the medical college, theological schools, schools of mining and engineering and the various schools of art and polytechnics. Hence, too, the normal school, as it is called—and a rather unfortunate name, too—for the development of the true science of education, and for the practice and perfection of the sublime art of teaching.

All these professional schools lie in the same general plain, as they relate severally, to their respective uses of knowledge. And it is a significant fact in the history of education, that just as this art of teaching began to be recognized among the higher arts, the normal school was called into existence.

It will not be necessary, in order to determine the true position of the various schools of art, to enter into a minuter comparison of the several duties involved in each. This would be a little tedious. We shall therefore content ourselves to state, in general terms, what any one may readily verify for himself, that teaching, whether regarded from the stand-point of its extensive range of the duties themselves; or as these stand related to the progress and happiness of the human family, possesses not only superior merits, but intricacies also, demanding as high, if not a higher order of talent than any other profession in the wide world. Indeed, it stands pre-eminent among the professions, both in point of scientific principle, and in their management in a professional way.

And to say that a profession thus freighted with the dearest interests possible, in human life and happiness, should be thrust aside for others of greater supposed importance, or to be made a stepping stone to others more lucrative or honorable, is not only setting up a false standard of excellence, but is making the greater subservient to the less. But that it should be made a foot ball to be bandied about, and bought and sold in the shambles of cunning and greed, is an outrage for which the world, with all its wickedness, can scarcely furnish parallel.

This practice is waging a fearful warfare, to-day, against the best interests of society and the state. It is downright robbery, in that it deprives the citizen of the best gifts that can be conferred, the full possession and use of his faculties, brought to the highest degree of cultivation. The best men and women—the highest grade of talent and culture should be selected and retained in the schools, in the formation of the public character and the private citizen, interests paramount to all others, human or divine.

This is only fair. It is asking no more than is conceded in ordinary human affairs. But our best minds are turned aside from these employments, refusing to enter into a field where so little opportunity is offered for promotion and wealth. Hence these interests are handed over to incompetency, cupidity, and indifference. The national mind and morals, so far as they are brought under these influence, must be in that degree impaired.

Now if these things are so deranged, they demand attention. They demand some superior agency to set them right. And on the part of the teacher, they suggest the importance of some extra advantages for acquiring knowledge and skill in the administration of these duties. Nothing of a public character can be of more importance, as we shall attempt to show in a few brief articles.

PROSPEROUS FRANCE.—France is one of the most wonderful nations on the face of the earth. The disasters of the Franco-Prussian war, and the payment of five milliards of francs would have crippled an ordinary nation. France soon cast off its burden and now contemplates an outlay in internal improvements such as the most prosperous country could alone entertain. The estimated cost of these improvements in nine milliards of francs, or £360,000,000 sterling; and in twelve years the scheme is to be worked out in its entirety. Although France is noted for the completeness of her railway system, which, with her rivers and canals, afford a means of communication apparently leaving little to be desired; she is going to add 16,000 miles to her railway, and 900 miles to her rivers and canals. This enterprise on the part of France will increase the prosperity of the great industries already stirred into activity by the demands of India, America, and the colonies.

THE SCHOOL-ROOM.

The Teacher's Task.

Yes, sculptor, touch the clay with skill;
 Let lines of beauty curve and flow;
 And shape the marble to thy will,
 While swift winged fancies come and go—
 Till the stone, vanquished, yield the strife,
 And some fair form awake to life,
 Obedient to thy beckoning hand—
 And thy name ring through all the land!

And, painter, wield the brush with care;
 Give firm, true touches, one by one;
 Toil on patiently, nor know despair;
 Open thy whole soul to the sun,
 And give of love's serene repose,
 Till the dull canvas gleams and glows
 With truth and wealth of sentiment;
 And thine own heart shall be content!

But, teacher, mould the tender mind
 With daintier skill, with dearer art,
 All cunning of the books combined
 With wider wisdom of the heart,—
 The subtle spell of eyes and voice,—
 Till the roused faculties rejoice,
 And the young powers bloom forth and bless
 The world and thine own consciousness.

C. M. A. WINSLOW.

For the NEW YORK SCHOOL JOURNAL.

Notes from Quincy.

BY IVAN.

Alas! dear teacher! does your heart grow faint at the thought of all this work to correct? To mark every mistake, would truly be a task, but this is not done at each exercise of this kind, nor indeed is it oftener than occasionally done, as a test for the satisfaction of teacher and inquiring friends. Ordinarily these written language lessons are corrected as a whole, that is, the errors that are *general*, are marked, spoken of, and their correction explained to the class, and when the next set of papers are looked over these errors are looked for and if not found, others are selected, and hunted down in the same way. If an error is persisted in, the writer is spoken to personally, but as a rule, individual criticism is held to be an *evil*, as it has a tendency to restrain free expression of thought. This desire to adapt all instruction and criticism to the child's capacity and temperament, so that he shall never get discouraged, but become more and more confident of his own powers, is evident in every school-room here, and must be considered a grand feature in any school. To return to our reading lesson. After having read a sentence or paragraph, the pupil is sometimes asked to give a synonym, in the place of some selected word, or to use some word that he has just read in a sentence of his own, or he is given a word from the sentence read to be used in a sentence written upon the blackboard while the next pupil is reading. After a verse has been read, at the end of the lesson, the pupils are sometimes permitted to question each other, instead of being questioned by their teacher, she teaching them to ask questions which will require a full sentence in reply. A pleasant exercise is a silent reading of the lesson by the pupils, after which the books are taken away, and the class are questioned by their teacher in regard to what they have read. A most excellent and original exercise, which combines several of the features described, is a copying lesson, consisting of a verse from the reading lesson, written upon the board thus: "Upon

this the { natives } made { signs } to them, that they
 { } { } { } { }
 would do them no hurt, but would make use of their
 { assistance } { } { } { }
 { } in fishing and carrying wood. { Accordingly } they led
 { } { } { } { }
 them both to a wood at some distance, and showing them
 several logs { ordered } them to { transport } them to
 { } { } { } { }

their cabins." The lines being under words for which synonyms are desired, and the number of lines indicating the number of synonyms to be written. I have dwelt upon the reading lesson as one of the most fertile fields for development of thought and expression. The same ideas are prominent in every other lesson. As soon as a child can tell something that he has learned, he is permitted to write it. He can often give a very good oral description,

when he finds much difficulty in writing what he knows. In number lessons, the child first *tells* how he performed a problem, and the next time he *writes* it, and has a rule subject to the changes which later experience suggests. Geography and history rival the reading lessons in opportunity afforded for language development. One of the most pleasing and suggestive means made use of in connection with them is pictures. Each teacher has furnished her, pasteboard cards, on which the pastes such pictures as she selects from pictorial papers, magazines, etc., or that the children bring to her for this purpose. And in time she has a wonderful collection, an inexhaustible fund for the illustration of almost any subject. Some teachers have sets comprising all the great cities of the world, also of the principal mountain peaks,—of all the characteristic plants, trees, and flowers of various localities,—of various classes and nationalities of people,—of the various mechanical industries, etc., etc., also historical illustrations comprising pictures of battles and battle-fields,—portraits of men and women noted in history, etc. By the aid of these pictures the lessons are greatly enlivened, and much information gained, at the same time that ideas are suggested which are sure to find expression, and that is what is particularly desired.

For the NEW YORK SCHOOL JOURNAL.

A Lesson in Literature.—No. II.

The wide awake teacher will not allow the 27th of February (Longfellow's 73rd birthday) to pass without a pleasant and profitable lesson in literature. To the younger pupils can be assigned short extracts from his writings:

- (1) The heights by great men reached and kept
 Were not attained by sudden flight,
 But they, while their companions slept,
 Were toiling upwards in the night.
- (2) Lives of great men all remind us
 We can make our lives sublime,
 And, departing leave behind us
 Footprints on the sands of time.
- (3) All are architects of fate,
 Working on these walls of Time;
 Some with massive deeds and great,
 Some with armaments of rhyme.
- (4) Let us then be up and doing,
 With a heart for every fate;
 Still achieving, still pursuing,
 Learn to labor and to wait.
- (5) Whene'er a noble deed is wrought,
 Whene'er is spoken a noble thought,
 Our hearts in glad surprise
 To higher levels rise.

The older pupils can recite poems of greater length: "Wreck of the Hesperus," "Village Blacksmith," "Norman Baron," "Paul Revere's Ride," "The Builders," "Children's Hour," "Old Clock on the Stairs," (one or two of these is generally to be found in a reading book), and then teacher and scholars should talk together about the piece in question, noting the chief points in each, pointing out minor details; attempts at criticism should be encouraged, and every pupil inspired to a deeper interest in the poet and his writings.

A brief survey of his life should also bear upon the lesson: Born in 1807 at Portland, Maine; was a bright scholar; entered Bowdoin College at 14 years of age; 1835 he was appointed Professor of Modern Languages at Harvard College; now lives at Cambridge, Mass., in the house that a hundred years ago was occupied by General Washington.

The following criticisms may, or may not be used, according to the age of the pupils:

Without comparing him with others, it is enough if we declare our conviction that Longfellow has composed poems which will live as long as the language in which they are written.—LOWELL.

Each of his most noted poems is the song of a feeling common to every mind in moods into which every mind is liable to fall. There is a humanity in them which is irresistible in the fit measures to which they are wedded. His poetry expresses universal sentiment in the simplest and most melodious manner.—G. W. CURTIS.

The terseness of diction and force of thought delight the old; the grace and melody enchant the young; the unaffected and all-pervading piety satisfy the serious.—M. R. MILFORD.

He is now beyond all question the most popular of American poets, and has also a wide circle of admirers in

Europe. If none of his larger poems can be considered great, his smaller poems are finished with taste, and all breathe a healthy moral feeling and fine tone of humanity.—CHAMBERS.

All of Longfellow's writings bear marks of his scholarship, fancy, taste, and loving heart, without any traces of pedantry.—GILMAN.

Opening Exercises.

Let us instance two cases to illustrate the point. One teacher, with hat in hand, and blustering, it may be, from his recent exertion, enters the school-room about the time to open the school. Presently a rapid succession of heavy raps, or the loud ringing of the bell is heard in the vicinity of the teacher's desk; and through all, and above all, the stentorian voice of the teacher is heard calling to order (?). By repeated effort, and great exertions, this is so far accomplished at length, that one accustomed to such scenes would hardly be mistaken as to the intention, at least. Order being thus far secured, without one moment's reflection, to say nothing about opening exercises of a formal character, the classes are called, and the teacher and pupil rush into the arena of duties to contend and toil, to fret and sweat (I will not say swear), over the day's difficulties.

Now, we submit, are the minds of teacher and scholars in a proper frame to encounter such perplexing duties as will most likely meet them? If for no other purpose than merely to afford time for a few moments' reflection, and opportunity to call in their thoughts, and to place them on the duties in which they are about to engage, it would be desirable to have a portion of time set apart for some formal opening exercises.

Take another example. The teacher enters the room quietly, unobtrusively, and in ample time to take a general survey of persons and things before the hour to open the school arrives. Presently a gentle, but well-known signal is heard, and all are quietly seated in their proper places. A moment or two of silence elapses, during which time all are listening and expecting; and then there break forth from the stand, in subdued the earnest tones, the blessed words well chosen from the Bible. The teacher reads, but his soul is full of the inspiration from that holy book, and he bears the shafts of Divine truth to the hearts and consciences of those that hear. His remarks are pointed, and mostly bearing upon the duties and difficulties of the day. But hark! a hymn of praise now rises from that little band, and echoes from the hillside and the forest. And now all is hushed again, save one earnest, pleading voice devoutly imploring Divine favor. The scene closes, and the sunbeams of joy steal in unconsciously upon those confiding hearts, and all their anger and dark suspicions, if they entertained any, have melted away like frost-work before the sun, under the beam of Divine Truth. Now, are not these hearts, these minds, in a better condition for study and recitation than those in our first picture?—*Odgen's Art of Teaching.*

Each day's work should be planned before-hand. No teacher, fully alive to the importance of her work, will ever neglect this important suggestion. No matter how simple the lessons you are to present, you cannot present them successfully unless you come before your class with a full knowledge of what you propose to do, and how you propose to do it. If a reading lesson, you should know what is in it, and be prepared, by skillful conversation and questioning, to lead your class into a correct appreciation of it. You should know which words are new to your pupils, and prepare yourself to familiarize them with these words. And for this purpose you will oftentimes be able to aid them more by a few judiciously selected objects than by any amount of talking, or, if you can draw—and every teacher should be able to do something in this line—a few strokes of the crayon may wake up more interest and give clearer ideas, than any amount of oral explanation. But the study of the lesson alone is not sufficient; but the individual members of the class should be thought of, and your plan should be so definite that it provides for the wants of each as well as for those of all.

Each day's works should close with a review of its failures and its successes, and while these failures and successes are vividly impressed upon the mind, the plan for the coming day should be prepared. And why not? Every successful business man can tell you that he finds this necessary, and many a man has failed, and his business gone to wreck, just because he neglected to draw from the experience of the day the elements of the plan for the morrow; and many a teacher has failed just because she neglected this, one of the simplest and plainest elements of business.—*SUPP. DURLING.*

EDUCATIONAL NOTES.

NEW YORK CITY.

THE BOARD OF EDUCATION.

The Commissioners met Feb. 18. Supt. Jasper reported for January:

No. classes examined,	305
" " found excellent,	201
" " " good,	98
" " " fair,	6
Total enrollment,	125,280

Several teachers in G. S. 61 sent in a paper saying that they testify to the high standing and efficiency of the school and to Mr. John B. Moore's irreproachable official character, and ask that he be continued as Principal. Signed by Misses Plumer, Spratley, Ford, Hillgrove, and Hauley.

JOHN B. MOORE'S CASE.

The special committee to whom was referred the report of the City Superintendent relative to the conduct and life of John B. Moore reported that they have thoroughly and impartially examined into the matter, and submitted the following resolution:

"Resolved, That the investigation has conclusively established that the said Moore has been seen frequently in the streets and public places of the city, intoxicated; that he has been frequently using profane and grossly obscene language; that he has uttered such language in the presence of women and of his own child, a daughter (five or six years old,) whom he has made repeat some of his gross expressions; that his conduct has given public scandal, and that in the opinion of this committee, the said Moore should be dismissed from his position of Principal of No. 61, and from the employment of this board, and your committee so recommend.

"The testimony in this case is so indecent in its character that the committee refrain from submitting a request that it be printed, and have filed it with the Clerk of the board.—DAVID WETMORE, EDW. C. DONNELLY, H. P. WEST, Special Committee."

The Board then went into executive session and adopted the following resolution unanimously:

"Resolved, That in accordance with the recommendation of the City Superintendent, John B. Moore be removed from the office of Principal of Grammar School No. 61."

THE action of the Board in the case of John B. Moore was not unexpected. Since the investigation began, testimony has flowed in of the most emphatic character. It appears that Mr. Moore, for about two years, has gradually and steadily yielded himself to the influence of strong drink. His home is in another part of the city, and he would carefully abstain from indulgence until his duties at the school had closed; thus the patrons of the school knew little or nothing about it. This explains also the action of his assistant teachers who signed a paper recommending his retention; they only saw him when he was perfectly sober. Mr. Moore was excellent as a teacher and a Principal, and it is a source of great regret that he has thrown away his splendid opportunities for usefulness and employment.

G. S. No. 34, P. D.—Mrs. H. M. Gedney, the principal, took us through a number of her class-rooms, in which we heard exercises in reading, spelling, arithmetic, music, etc. The classes visited were those of Misses R. A. Waller, T. W. Norris, E. A. Maguire, E. A. Boyle, Miss Boniface and Miss Reynolds. Many of the pupils in these classes seemed very eager and enthusiastic in answering the questions given them. In one room, where the class was nearly all composed of boys from five to seven years of age, Mrs. Gedney called on two very bright little boys to read. They were excellent readers, and we were told that they were equally as good in all other studies, but that they had a bad habit of playing truant whenever opportunity offered.

D. APPLETON & Co.—These eminent publishers have for some time past been disposing of their miscellaneous stock of books with the view of abandoning their general trade in books and limiting their business to their own publications. They will remove their sales-rooms to the Waltham Building, 3 and 5 Bond street. The "Waltham" is built of iron and brick, and is of six stories with mansard roof. It has a frontage of 76 feet on Bond street, and is 110 feet deep. Messrs. Appleton & Co., will occupy the first and second stories, the basement and the cellar. As stated above, this will be merely Appleton & Co.'s wholesale book depot. The firm will retain its large publishing

place at 201 Kent Avenue, Brooklyn. The publishing house of the Appletons was founded by Mr. Daniel Appleton, and it is now continued by his descendants, Messrs. William H., Frank, John A., Daniel S., and William A. Appleton. It now will undertake the publishing of its valuable school books on a large side

ELSEWHERE.

BROOKLYN.—An interesting article appeared in the *Eagle* respecting the free scholarships to which pupils of the public schools are entitled. It appears that Packer Institute is free to the best female scholar in each school each year. In 1877, 26 availed themselves of this offer; in 1878, 27; in 1879, 17. Cornell University offers 12 free scholarships (one to each assembly district.) One only of these is filled at present. In New York University there is one.

ILLINOIS.—Supt. G. B. Harrington of Bureau County, Ill., has sent out the following circular to his teachers.

1. Name the different offices in township, and the duties of each.
2. Name the different county officers, the term of office, and the duties of each.
3. Give the number of State officers in Illinois, the duties of each, the length of time each holds office, the amount of salary received; also name the present incumbents.
4. Tell how the President is elected; give the number of his cabinet, the duties and name of each officer, and mention the State each is from.
5. State the number of Judges in the Supreme Court of the United States; how they obtain their position, and how long they continue in office; what salary they receive; the character of the cases that come before them for settlement; also name the present incumbents and the State they are from.
6. Give the distinction between the Supreme Court of the State, Appellate, Circuit, County, and Justice Courts.
7. In what judicial district of Illinois is Bureau County, what counties comprise this district? Give the number of judges, their salary, term of office, present incumbents, and what counties they are from.
8. State the duties of the Grand and Petit Juries in State courts.
9. What are the necessary qualifications to become eligible to the office of President of U. S. Senate, and member of the House of Representatives.
10. Of what two Houses does the State Legislature consist? Tell how many in each House, term of office and salary of each, also how often the Legislature meets.
11. In what congressional district is Bureau County; how many counties comprise it? Who is our present representative? Give the number of congressional districts in the State, also state how the number is ascertained. Will there be more or fewer after the next census? Why?
12. How many U. S. Senators has each State? What is their term of office, salary, and how are they elected? Name the present Senators from Illinois.
13. How many mints in the United States? Where are they located?
14. Explain the postal service of the U. S.
15. What is the number and range of the township in which you live, and why so numbered?
16. How would you describe the south-east twenty acres of the section upon which your school-house stands?
17. What section of each township is called the school section, and why? Can that section be sold? if so, what is done with the proceeds?
18. State when the school year commences, and how many days of school must each district have annually in order to draw public money.

Two copies of the above questions will be sent to each school district in the county. We request the teachers to have one copy posted permanently in a conspicuous place in the school-room, where the pupils may have access to it at any time. And that oral instruction be given from time to time upon these topics.

MONROE COUNTY.—The Teachers' Association had an excellent meeting at East Webster, Feb. 27. These were the exercises:

- "Practical Education," Charles L. Hunt.
- "Literary Exercises in the Common School," Miss M. Windust.
- "Elucidation of the Roots," Herbert J. Pease.
- "Calisthenics," A. C. Bowen.
- "Duties and Responsibilities of Teachers," C. H. Miller.
- "Our Instructors," A. M. Brown.
- "Truth," Miss C. M. Harrington.

"Ocean Currents"

A. W. Dyke.

"Why Is It?"

Miss C. M. Harrington.

"Educational Failures,"

C. N. Powell.

"Physical Comfort of Young Pupils," Miss S. J. Curtiss.

"Greatest Common Divisor and Fractions,"

Prof. A. J. Taylor.

"Experience the Best Teacher,"

Miss D. M. Rogers.

"Interest and Duodecimals,"

Mrs. Anna Kidder.

LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL.

While attending the County Institute a copy of your valuable paper fell into my hands. I kept the address and sent for sample copy. After perusing it I became convinced it was just such a paper as I needed and forthwith sent my subscription. Since then I have read it faithfully and think it is a great help. No teacher should be without a weekly educational paper, and I will recommend the New York School Journal to all my acquaintance, and just one thing more before closing, and that is don't forget the country school teachers in your paper. How are we to find sufficient time for each class when we have scholars all the way from 19 to 5 years' of age, a full school, and not well graded at that? Please give some suggestions and oblige

J. A.

To the Editor of the NEW YORK SCHOOL JOURNAL;

I can say nothing in favor of the TEACHERS' INSTITUTE that has not already been said and better said. The more I read it the better I like it. I am teaching a district school, and have lent some numbers of the INSTITUTE to some of the parents. They have never seen a teacher's paper before.

The "Extract from John Bright's speech at Birmingham," and the "Influence of Education on Crime," in December number were specially noticed by them. I have recommended the INSTITUTE to a number of teachers; have also circulated the SCHOLAR'S COMPANION among my pupils.

I think the SCHOLAR'S COMPANION fills a place that no other paper fills. I shall do all I can to promote the circulation of both papers.

A. M. W.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I heartily endorse the teachings and very practical hints of the TEACHERS' INSTITUTE. It stirs up new thoughts, new ideas, and hence, a new and good feeling in the teacher who reads it. You speak of teachers who lack enthusiasm in their work. I think all they need to make them enthusiastic is to read the TEACHERS' INSTITUTE. From it they learn that what was called teaching fifty years ago is not teaching to-day, and they also learn what teaching of to-day is, or rather, ought to be; they read the faults and virtues of teachers, get to know who great educators are and were; they have the plans of the most successful teachers, which plans teachers can compare with their own, and thus see for themselves their standing as teachers; they get new plans to introduce in their schools to break up the monotony which prevails. The county superintendents say you should read a school journal, but they do not say why! They do not say you get the views, etc., of the ablest educators, etc., etc.

I beg leave to ask a few questions, which I hope you will answer in the INSTITUTE:

1. Should pupils be encouraged to address each other as Miss and Mr., if so at what age, and why?
2. Name some inducements to induce patrons, etc., to visit the school, when pressing invitations have no effect.

3. To what extent should scholars be required to explain blackboard exercises—that is, if you had a class of ten pupils working in addition of fractions would you require each one to explain work or not,

G.
[The address of Miss and Mr. is not given to young pupils. They are titles generally bestowed to indicate the dignity of young manhood and young womanhood; an age can hardly be fixed. Some think the High School is the breaking off place; but judgment should prevail. To address a boy of 14 as Mister Smith would not be appropriate.]

Parents can generally be induced to visit the school when their own children will have some part in the exercises. Thus, take a day and have some pieces learned, and have some singing and some school exercises, and then invite in the parents, you will succeed.

Give as many opportunities to explain as possible in the time allotted for the exercises: all if you can.—Ed.]

To the Editor of the New York School Journal:

THE FEBRUARY INSTITUTE has come, and I cannot hold my peace any longer, though I cannot imagine what good a letter from my pen can do. It must be written. Last August I saw a copy of the INSTITUTE and felt that I must have it. Some of my friends think I "care too much for school." I was in what is called the "worst school in F-county." That blessed INSTITUTE made me one or two cheering visits, and then my health failed. To be a good teacher has been my dearest ambition from childhood. In reading the INSTITUTE I often wonder if those teachers who are practically dead have worked, wept and prayed for a chance to fit themselves for true teaching as I have. It seems impossible to me. I asked one teacher to read my papers for me and was answered, "I don't want to, for it is all about school. I get enough of that in the school room."

A. A.

BOOK DEPARTMENT.

NEW BOOKS.

GRADED PROBLEMS IN ARITHMETIC. Philadelphia: J. H. Butler & Co.

This volume furnishes about 3,500 examples and will be a handy supplement to any series that may be used. Rules and tables and questions are added. It is neatly gotten up and will prove useful in the school room.

THE ART OF TEACHING: by John Ogden. Cincinnati: Van Antwerp, Pragg & Co.

We have before referred to the volume on the Science of Teaching. The author declares that the majority of mistakes and failures come from a want of a consistent system and he is undoubtedly right. He says that more depends on the manner or mode of imparting and enforcing truth than on a possession of it. This is true; but ninety-nine hundredths of all who tinker with education and even some normal school principals think it is only necessary to know in order to teach. The volume is one that deserves the careful attention of teachers.

HISTORY OF ROMAN LITERATURE; by Herman Bender, translated by Professors E. P. Crowell and H. B. Richardson. Boston; Ginn & Heath.

This volume is one that has been very popular in Germany and is faithfully translated, enlarged and fitted for American schools. It will be found very serviceable for classical schools. It contains a vast amount of useful information in a compact form.

THE MANLINESS OF CHRIST; by Thomas Hughes. Boston; Houghton, Osgood & Co.

The author produced "Tom Brown," and achieved an American reputation at once. He has been known as an earnest Christian man ready at all times to help on the work begun by Dr. Arnold, whose pupil he was. We have read the volume with intense interest and believe it will do a world of good to the young men for whom it is intended. Christ was a type of beautiful manhood—a great many feel that his doctrines will not stand the pressure of the world—that something more muscular is needed. The author rightly shows that Christ was full of true Manliness, and that too of the highest type. It is a beautiful book.

THE TEACHER'S HAND BOOK OF ALGEBRA; by F. A. McLellan. Toronto, N. J. Gage & Co.

This volume gives examples and solutions in Algebra. They are well classified and suggestions of importance to the student, Substitution, Symmetry, Factoring, Multiples and Equations are successively and properly treated. It is a capital volume, and prepared by one who understands his business.

HALF A HUNDRED SONGS for the school-room and home; by Hattie Sanford Russell. Syracuse: Davis, Bardeen & Co. Price thirty-five cents.

There is no music to the words in this book; but they are adapted to popular airs, only a few of which are repeated. There will be many schools where these songs will be acceptable, from the fact that they will be so easily learned. The contents include songs for the morning recreation, close of session, close of week, beginning of school year, for winter, spring, summer, vacation, exhibition, and ten of a miscellaneous kind.

THE CHILDREN'S HOUR; by Mrs. Mary B. C. Slade. Boston: Henry A. Young & Co.

The pretty title of "Children's Hour" embodies a number of pleasant dialogues, speeches, motion songs, tableaux, charades, blackboard exercises, juvenile comedies, and a number of other exercises for primary schools, kindergartens, and juvenile home entertainments. To this statement

we add that Mrs. Slade has been a successful writer of recitations, etc., for a number of years, and can be recommended for her naturalness and suitability to children's natures.

BRAIN-WORK AND OVERWORK; by Dr. H. C. Wood. (American Health Primer.) Philadelphia: Presley Blakiston. Price 50 cents.

As each little volume of these series has reached our hands we have found each in turn practical and well-written. We can say the same of "Brain-work and Overwork," the latest out, which touches the general causes of nervous trouble, work, rest in labor, rest in recreation, and rest in sleep.

THE NEW TESTAMENT OF OUR LORD AND SAVIOUR JESUS CHRIST, with explanatory notes by Rev. John S. C. Abbott, D.D., LL.D., and Rev. Jacob Abbott, D.D. New York: H. S. Goodspeed & Co. Price \$2.

The editors of this work are well known; they say in the preface that their design has been to prepare a convenient manual for the use of common Christians in the ordinary walks of life. At the head of each book is an introduction, explaining the conditions under which it was written, the place where, the time where, and by whom, with a biography of the author. It has fifty full-page maps and engravings; the type is large and clear; it is of convenient size, and has over six hundred pages.

S. C. Griggs & Co. of Chicago announce for early publishing the First Three Books of Homer's *Iliad*, with notes by James R. Boise, Ph.D. Also a Norseland story, "The Spell-Bound Fiddler," by Kristofer Janson, with an introduction by Rasmus B. Anderson. This promises to be a pleasing addition to Norse literature, and it is said will contain much about the life of Ole Bull.

D. Lothrop and Co., Boston, met with severe losses at the late fire on Federal Street, and we are sorry to hear that over two hundred thousand copies of books in process of binding were destroyed. They are being rapidly replaced and will soon be re-issued.

MAGAZINES.

St. Nicholas for February is a very delightful number. There are two child-songs by Alfred Tennyson, a story, "Saved from Siberia," by A. A. Hayes, Jr., an account of a dog, by John V. Sears, something about audiphone, "Hearing Without Ears," by Aunt Fanny, "Edith's Burglar," by Mrs. Burnett, a story by Miss E. S. Phelps, and other matter.

The *National Quarterly Review* for January. There are ten lengthy articles on "Rise and Fall of the Bonapartes," "The Management of the Indians," "The English Classics," "The Hygiene of Water," "The Working Classes of Europe," "The Nebular Hypothesis," "Inter-state Extradiction," "The New Eastern Question," "A Southerner's Estimate of the Life and Character of Stephen A. Douglas," and reviews.

In the *North American Review* for February the first article is by Cardinal Manning, and treats of the relations of the Roman Catholic Church to modern society. Ex-Senator Howe contributes a pungent article entitled "The Third Term." Rear-Admiral Daniel Ammen makes a very effective reply to M. de Lesseps' article on the American Inter-oceanic Canal. George Augustus Sala contributes an entertaining article entitled "Now and Then in America," "The Emancipation Proclamation," by James C. Welling, shows it was a *coup d'état*, and its justification is. The book notices of this number of the *Review* are from the pen of M. W. Hazeltine.

PAMPHLETS.

Annual report of the County Superintendent of Schools of Cook County, Ill.—Limited License in its relation to the liquor traffic; by S. Leamet, Jr. New York, American Temperance Publishing House. Price 15 cents.—Catalogue of Medical Denial and Scientific Books, published by Lindsay and Blakeston. Philadelphia.—The Medical Intelligencer, No. 6.—Annual Report of the State Superintendent of Public Instruction, Robert M. Lusher, to the General Assembly of Louisiana.—Journal of the Board of Education, N. Y. City.—Directory of Public Schools for Hudson County, N. J.—"Window Curtains" has been added to the list of book which are being published in paper form in the *Sunday Library*, (29 Rose street, N. Y.) It is by T. S. Arthur, and will doubtless be acceptable to those who like his writings.

NEW MUSIC.

In the February issue of the *Musical Visitor* (Cincinnati) will be found one of Mr. H. P. Danks' songs, "Good-bye, Dearest," in two sharps; also a march militaire, "The American Reveille" by D. C. Addison.

"Waiting in the Starlit Dell," adapted from Chopin by Leon Levoy; Theme from Sonata, Op. 6 Mozart, and "Belmont."

Spear and Dehnhoff, 717 Broadway N. Y., have just published, "Beautiful Eyes," words by Mrs. A. Elmore, music by Charles F. Fuller. It is written in three flats and runs from d to g.

Oliver Ditson & Co., Boston, sends us a minuet from Suppe's "Boccaccio," (price twenty-five cents.) "Tulip," number four of Heinrich Lichner's series of Bright Flowers; this is an easy and melodious piece suited to beginners, (thirty cents.) "Little Bird in the Forest," by Taubert, a song in recitative style, with German and English words (twenty-five cents.) "The Mid-shipmite," music by Stephen Adams, words by Fred. E. Weatherly—a song from the writee of the popular "Nancy Lee" will be welcomed by the many admirers of that air; the mid-shipmite is hearty and sailor-like, (thirty cents.) "Just because you kissed me, Darling," song and chorus, words by W. French, music by Edwin Christie; this will please every one who wants something simple in character, and easily sung—it will suit any female voice, (thirty-five cents.) "Wanderer's Song," by G. Merkel, (thirty cents.) is an instrumental piece of medium difficulty.

From John Church & Co., Cincinnati, "Regatta Polka," arranged by J. A. B. Hull, a lively piece of dance music, (thirty cents.) "Jamie or Robin?" words by Grace Coolidge, music by George Henschel, a soprano solo, (thirty cents.) "Fleur de Luce," mazurka, by W. W. Graves, covers five pages, (fifty cents.) "The Ship of Death," bass song, by J. Wanchell Forbes, (fifty cents.) should be in the hands of every bass singer.

The *Musical Record*, (Boston) in its February 7th number has "The Water Mill," Mr. McCallum's, beautiful words set to music by Louis Diehl, also "The Kiss Polka," a dashy piano piece.

EDUCATIONAL MISCELLANY.

The New Departure in Public Schools.

The introduction into the Boston public schools of *Six Popular Tales*, selected and arranged by Mr. Henry Cabot Lodge, and a volume of Poetry for children, edited by Samuel Eliot, superintendent of schools, marks another step in the process of growth which appears to be going on in modern opinion in regard to education. At length the old system which has endured so long seems crumbling, and new methods and new ideas appears on every side. That old system, the system beloved by the true pedagogue, is only too well known. It is the system of routine and of cram, and there are few people under forty who have not at some time suffered under it.

To excite interest or arouse enthusiasm has not been considered the task of a master in the common schools. On the contrary, an interested school-room would probably be rather noisy, and hence objectionable. Scholarship has been held to consist in learning text-books by heart, and in answering by rote such questions as were printed for the master's use; that school has been the best where the routine was most iron-bound, where children were drilled in their exercises like soldiers in the manual, and where excellence, in the one case or the other, depended on turning human beings into machines.

The popular dissatisfaction with the results attained by the elaborate, costly, and ineffective system in use has been to bring forward a new class of school superintendents, and to inaugurate the movement which has caused such books as those edited by Dr. Eliot and Mr. Lodge to be put into the schools.

Admitting at the outset that beside the vast mass of human knowledge, that portion which can be taught to students at the greatest of universities must be but a petty fragment, the theory that many things should be taught is frankly abandoned. The school at once ceases to be considered as a place where an education is given, and becomes a place where children are taught to how to learn, and, if possible, inspired with a love of knowledge for its own sake. The problem is, first, How are children to be interested in their lessons? and second, How are they to be taught to love to read?

The way to begin would obviously seem to be at the beginning. The first years of a child's education are those in which he acquires habits of mind and methods of thought which influence his whole life, and yet the primary depart-

ment is that branch which has hitherto been most neglected. If the beginning has been right, if in the first three years of school the child has learned to read and write with ease and to take pleasure in reading and writing, to carry him further is an easy task. If, on the contrary, study has been irksome; if he has not been trained to fix his attention and to apply his mind; and, above all, if he has not learned to read with pleasure and to be fond of books, future success becomes difficult, or impossible.

The amount of reading which can be disposed of during a year in a good primary school is amazing. Such books as these are simply devoured by children who have hitherto been starved so far as their fancy and their imagination are concerned. If any one cares to test practically how strong the interest of children who are thus taught really is, he has only to buy a dozen picture-books, or indeed story-books of any kind, go to some primary school where this system is in successful operation, and tell the children that he has brought them something new to read. He will probably be satisfied that there is no lack of eagerness about him, and that the little people know quite well what they want.

Exactly the same thing holds true of writing. No human being can be interested in making pot-hooks, or in filling dreary copy-books with copies, but almost any one can be interested in putting his thoughts into words if he is rightly taught. As a matter of fact, nothing seems to entertain children more, after they begin to write with tolerable ease, than to give on their slates an abstract of some story they have read, or to describe anything else that happens to have attracted their attention. Where this system of original composition has been adopted from the beginning the classes soon acquire real ease and facility of expression; they write as they read and as they talk, naturally.

Teachers, on their side, should not stop at the books placed in their hands. It should be their greatest pleasure, as it certainly is their highest privilege, to point out to their children the books to read at home, and thus to give that invaluable lesson which is now so seldom learned,—how to go alone. Nothing can be done, however, so long as school remains the victim of routine. Immense buildings, costly apparatus, multitudes of studies, formal parade, and show, do not make good schools or good scholars. That school is good in which the work is done intelligently and with interest. That school is bad in which the work is superficial, unintelligent, or dull.

That modern ideas should be bitterly resisted by many teachers trained under old ideas is natural. They worship the text-book as a resource in time of trouble, and do not know what to do if they are called on to rely upon themselves. Yet no text-book, however good, can give what must be given to make teaching effective. Instruction depends, for all its vitality and for all its vigor, on the life and power which the teacher can put into his talk. Without that the best of books must be dull to school-children, the most carefully digested course must become mere humdrum routine. There is no public question of more interest and of more importance. The schools do not do the work they might; they do not fill the place they should. The expense at which they are carried on is crushing. More will not be given until more is demanded by the public, and to arouse public interest and call public attention to the school question as it now stands is the best service that can be performed for popular education.—*Atlantic Monthly*.

For the NEW YORK SCHOOL JOURNAL.

The Dead Teacher.

By MORRISON YATES.

That man is not a teacher who, though in charge of a school, does not give himself heart and soul to the real advancement of his pupils. To lead others he must advance himself; to shout "Forward! march!" to others and stand still himself, is only done by cowards. Hence, that teacher who commands study and culture and improvement, and will not do either himself is like the blind guides, the scribes and Pharisees that sat in Moses' seat, ready to lead other people but not to move themselves.

The real teacher is one of the most progressive of men, Endeavoring to advance others he starts the column by crying out "follow me." When a teacher is found behaving like a clam in his shell, then look out for the undertaker and let him bury the school, teacher and all, for they will be of no use above ground. There are a good many

signs of death, and among them notice these: (1.) That he knows nothing about the past in education. The physician and lawyer strive to learn what Galen or Blackstone have said or done; the teacher doesn't know there have been such men as Comenius and Pestalozzi, or what principles they discovered. (2.) That his stock in trade consists in what any fair pupil of any high school knows—a little geography, grammar, arithmetic. As to his power to read, write and compose the English language—so many cases have come to light in which he could do neither well that he must be set down as deficient in a majority of instances. (3.) That he absolutely ignores his own business—*Education*. He cannot be dragged to a teacher's meeting unless there is fiddling, singing or some show on hand. If you tell him that there is to be a paper or address on education it is even more effective than the ominous words "a collection will be taken up" at the end of a religious notice.

No business so needs reform as education; none needs leaders so much, and yet there is no leader to be had, nor any followers of a leader if there were one. The same dreary routine yesterday, to-day, and to-morrow! The scholars are steadily dying for want of men and women of living ideas to lead them. Will these people emerge from their shells and see that the world moves.

Psychic Force.

It is the theory of many philosophers that there is another force and that by this force the mind goes beyond the body—reaching sometimes to quite a distance. Rev. Joseph Cook in his last lecture, reported in the *Independent*, thus describes two experiments made by Professors Crookes and Huggins, both eminent men of science. It is believed by many that it is this force that produces all the phenomena of spiritualism. He says: "I will describe in detail three experiments which have fixed upon themselves scientific attention in Great Britain and Germany, and, after nearly nine years of debate among experts, have not yet been explained in accordance with any known natural law."

"Suppose that I have here a table, and that I place beneath it a bottomless basket, so high that it will just slip under, but too close to the table to allow of the hand being introduced into the interior or to admit of a foot being pushed beneath it. Mr. Homes, of London, a man known for marvelous power as a medium, I now visit in his own residence. I see him change his dress, and know that he has concealed about his person no machinery, apparatus, or contrivance of any sort. I bring him to my residence, and he meets there my chemical assistant, and Mr. Sergeant Cox, a well-known lawyer, and Professor Huggins, an eminent physicist, high in the ranks of the Royal Society. Mr. Home sits down in a low easy-chair at the side of the table. The cage is in front of him under the table and his feet on either side of the cage. One observer sits close to him on his left, and another close to him on his right. I now take an accordion, which I bought myself, and pulling the cage from under the table, I place the instrument, bottom upward and keys downward, in the cage. Mr. Homes takes hold of the bottom with the thumb and middle finger hand, and the cage is shoved back as closely as his wrist will permit, but without hiding his hand from those next to him. Mr. Homes' other hand is on the table. The accordion in the cage in this position begins to play. Mr. Homes' feet are held by those nearest him. Observers watch all that happens under the table. The accordion in the cage plays a simple air. Its keys move in harmonic succession, and yet are not touched.

Another form of the experiment consisted in Homes removing his hand altogether from the accordion, which was left in the cage. Mr. Homes' hand was placed in the hand of the person next to him.

This is what Professor Crookes asserts that he did in 1871. This is the famous experiment which he brought before the English public, and which to this hour has not been explained. I am far from affirming that it proves the action of disembodied spirits. You will draw that inference for yourselves, if you draw it at all. There is, however, the fact; and the question is whether it can be explained without supposing that there is a force connected with the human organization such as to move matter without physical contact.

No one has more loathing for the rubbish published by Spiritualists than I have; but the English book by Professor Crookes detailing his experiments is a thoroughly calm and cool production. Prof. Crookes is a Fellow of

the Royal Society. He is the editor of the *Quarterly Journal of Science*. He was the discover of the new metal called thallium. It is nowhere pretended that Prof. Huggins, who was present when the experiment with the accordion in the cage was tried, and publishes a letter here endorsing Prof. Crookes' statement, is other than a trustworthy man in scientific circles. He expresses no opinion as to the cause of the motions, but says that Professor Crookes correctly states the facts. So says also Sergeant Cox, in a published letter.

The second experiment I am to describe was performed first in America by Prof. Hare, of Philadelphia. Here is a mahogany board, thirty-six inches long, nine and a half inches wide, and one inch thick. At each end a strip of mahogany one and a half inches wide has been screwed on, forming feet. One of these feet rests on the edge of this table, and the other is supported by a spring balance hanging from a substantial tripod stand. The balance has a self-registering index. The mahogany board weighs three pounds, and the apparatus is so adjusted that the boards is horizontal. The dead point of the mahogany lever is under the foot on the table. I arrange the apparatus in my own room, and call on Mr. Homes to visit me. He comes in and puts his hands upon the very tip of the board furthest from the balance. He is watched, so that he cannot push his fingers beyond the dead point. When I put my fingers in the same position, I cannot make the balance sink. I stand on the table and step on this lever, not carrying the heel beyond the dead point, and my whole weight does not produce the slightest motion in the index point. Prof. Crookes says that when Mr. Homes came into his office, he did not know what this machinery meant. He put his fingers on the dead-point of the lever, waited awhile, and when what he called power came upon him, the lever sank and the index indicated that a weight of several pounds had been applied at the bottom of the balance.

Suppose that I place on the dead-point over the center as exactly as possible, a vessel which I fill with water. By an iron support, which does not touch the lever or the vessel, I suspend a shallower and smaller vessel inside the larger. The smaller has holes in its bottom and admits the water. The medium puts his hands into that inner vessel, thus having no direct contact with the lever and unable to exert pressure upon the dead-point. In this condition of the apparatus, that hook on the bottom of the balance is drawn down with a weight of six or nine pounds.

Through that apparatus Prof. Crookes claims to have discovered a new power in nature, which he calls the Psychic Force.

There are only three experiments on which I dare rest my weight in the whole series of British observations of the phenomena of Spiritualism. Two of them I have described, and the third was performed by the London Dialectical Society, in 1871. Here is a large British dining-table, probably weighing more than a hundred pounds. Ladies and gentlemen—eleven in number—of the first sub-committee of the London Dialectical Society, sit around it. They wait forty minutes. Motions and sounds occur. They have no professed medium in their number. They think that it is not certain that the touch of their clothing, feet, or hands may not have moved this heavy table; and so, by a stroke of genius, they invent a very searching experiment. The ladies and gentlemen rise and reverse their chairs, placing their backs to the table. The observers then kneel in these chairs, and hold their hands above the table, four inches from it. In this way the feet of the company are thrown away from the table; the back of a chair is between each person and the table; and so, when care is taken not to touch the table at all, holding the hands inches above it, the probability, one would say, is very great that Faraday's explanation, or unconscious muscular action, will not account for the motion of the table. Untouched, in less than a minute, that table moves four inches to one side and twelve to the other, and then moves four to six inches in other directions. That is the first form of the experiment. Then the ladies and gentlemen, kneeling on the chairs as previously, put their hands on the back rounds of the chairs, further off than before and a foot from it. The table then moves five times over spaces of from four to six inches. The whole room is lighted brilliantly by gas during the experiment. Every opportunity was given to those walking around the group of observers to notice that there was no one under the table and no one touching it in any way.

A third form of this experiment was to place the chairs

twelve inches from the table, and then kneel in the chairs as before and lock the hands behind the back. When these eleven persons were thus kneeling, with their hands behind them, and eighteen inches from the table, the heavy object moved four times in various directions, and several times took the course requested by individual members of the group of observers. In the course of half an hour the table moved thirteen times without contact, and often according to request.

Although these experiments are very far from proving the action of disembodied spirits, they are regarded by many cool men of science, who do not express their opinions except privately, as proving that there is a new force to be investigated.

The Power of a Cyclone.

In discussing the two cyclones which visited the Bay of Bengal in October, 1876, Mr. Elliott, Meteorological Reporter to the Government of Bengal, incidentally gives us some idea of the cyclopaean forces which are developed by such storms. The average "daily evaporation," registered by the Bengal instruments in October, is "2 inches." The amount of heat absorbed by the conversion of this amount of water daily, over so large an area as the Bay of Bengal is enormous. "Roughly estimated," says Mr. Elliott, "it is equal to the continuous working power of 800,000 steam engines of 1,000 horse-power." A simple calculation will show that it suffices to raise aloft over 45,000 cubic feet of water in twenty-four hours from every square mile of the bosom of the bay, and transport it to the clouds which overhang it. When we extend the calculation from a single square mile to the area of this whole Indian gulf, the mind is lost in the effort to conceive the force which, in a day's time, can lift 50,000,000 tons! Yet, it would be easy to show that such figures, fabulous as they seem, do not adequately represent the cyclonic forces of a single storm.—*Popular Science Monthly*

THE SPOON.—The use of the spoon, is wide spread, and its invention, as it appears, dates from remote antiquity. The Romans also used a round spoon, which was made of copper. We might be led, from the latter fact, to infer that the primitive form of this utensil was round, and that the oval shape was a comparatively modern invention. The Neolithic peoples used oval spoons made of baked clay; several fragments of such have been found in the Seine, and it might be pertinent to inquire to what possible use a spoon could have been put in the Reindeer Age, when raw meat was eaten, and when skin bottles were the only water vessels. Yet a genuine spoon made of reindeer's horn has been discovered in the Grotto of Gourdan. It is oval, very long, and quite shallow. Its handle is very elegant, being covered with engraved figures. Unfortunately it is broken so that it is impossible to say whether the handle was flattened. They could only have used it for the purpose of extracting the marrow from the long bones of animals, or for eating the brains of the latter, and for such uses depth of the bowl was of small consequence. M. Plette has likewise found other well characterized spoons in deposits of the Reindeer Age. One of these, more delicate, narrower, deeper, and less elegant than the one just mentioned, was found in one of the lowermost strata. At a still greater depth in the same deposit he came across a thick rudely made spoon, which appeared never to have had any handle. It was made of rough dressed bone, with polished edges, and its shape was oval. Before the invention of such an implement as a spoon, man of the Reindeer Age employed the spatula; and this is found at all depths in the Gourdan and Lortet deposits.

ARTIFICIAL DIAMONDS.—Professor Maskelyne, of the British Museum, has examined the presumed "diamonds" manufactured by Mr. James Mactear, of St. Rollox, Glasgow. And concludes that the problem of the permutation of carbon, from its ordinary opaque black condition into that in which it occurs in nature as the limpid crystal of diamond, is still unsolved. That it will be solved no scientific mind can doubt, though the condition necessary may prove to be very difficult to fulfill. It is possible that carbon, like metallic arsenic, passes directly into the condition of vapor from that of a solid, and that the condition for its sublimation in the form of crystals, or its cooling into crystal diamond from the liquid state, is one involving a combination of high temperature and high pressure present in the depths of the earth's crust, but very difficult to establish in a laboratory experiment.

YANKEE INQUISITIVENESS.—L. J. Stout, of Limington, Me., while barreling apples to be shipped to parts entirely unknown to him, conceived the novel idea of ascertaining their destination by putting a letter, inclosing money to pay the postage on a letter, in one of the barrels, kindly asking the purchaser to write him the date of opening it, his name and residence, the price paid, the condition of the apples when opened, etc. In about three months Mr. Stout received a letter from a merchant in London, England, giving all the desired information in regard the apples, etc. Last winter Mr. Stout received a letter from the same merchant in relation to filling an order in Maine apples. Last week Mr. Stout received another order by cable for several hundred barrels as samples, from the same person.

THE HEAVENS.—If we look for the planets during the month of February we shall find that Mercury rises later and sets early; on the 28th it is near Jupiter. Venus rises about 5 o'clock in the morning; on the 7th it is in conjunction with the Moon. Mars is the most conspicuous. Look for it in Sauros; Feb. 17, it will be near the Moon. Jupiter is very near the sun, and hence, cannot early be seen; look for it at sundown. Saturn does not set until between about 9 o'clock; it is getting far distant from the sun. Uranus is in Leo, but cannot be seen without a glass. It is approaching Rho Leonis. Neptune is in Arries; it cannot be seen without a glass.

FOR THE HOME.

The Parson's Children.

By Mrs. A. ELMORE.

No doubt every child who is so fortunate as to be a subscriber to the COMPANION is acquainted with a family of "Parson's children," and probably is already imbued with the popular belief that of all the "awfully bad" and "terribly rude children in the world, the Parson's are the very worst."

But little folks, let us talk about the matter for a few minutes, and any older people who choose may listen. After the talk let us carry the thoughts suggested farther on, and make use of them in the future. Possibly there is an injustice in the general belief not really intended but the result of thoughtlessness, the outgrowth of hasty words.

No matter how simple a story may appear, there are always two sides to it; and the annoyances experienced through the energy or the mischief-loving propensities of the Parson's children do not, by any means, outweigh the experiences on the other side. The Parson's children go to sleep many a night with tear-stains on their cheeks, or lie awake many an hour (when they should be asleep), because of some unkind word, equally uncalled for and unjust.

It is a very excellent rule for all children to learn to think for themselves, not obstinately and with disregard for parents and teachers, but that they may learn the reason of things, and especially the origin of sayings. When you hear an old saying repeated, put on your thinking cap and fathom the truth and the sense of it. There are a great many familiar sayings which will not bear the inspection of a really thoughtful boy or girl.

When you hear some crabbed old man or crotchety old woman say, "A Parson's children are always the worst in the world," take your crochet work, if you are a girl, go into a corner by yourself, remember all the good and all the bad which you know of the little girls in parsonage houses, then balance the account and you will see that the saying is unjust.

If you are a boy, the best way to study it out is on the wood-pile or the back stoop, with your cap pushed back so as to give your entire face the sunshine and air, with a good stick to whittle, and nobody to disturb you. A conclusion will be speedily and accurately arrived at. At least, when I have chanced to see a boy solving a problem with such surroundings, I was very careful not to disturb him; it was a pleasant picture to look at; and my little friend, I think you will find after pondering the subject that the Parson's boys are quite as good as the average. You would not want them to be so angelic that they could not play ball or give out a whoop now and then which would almost startle the ghosts of Indian warriors into life?

Some of the "jolliest," best hearted boys—and "jolly" boys are always good at heart; some of the most charming girls whom it has been my good fortune to know, were "Parson's children," and after closely watching their various careers through years of change—after seeing them become noble women and grandly good men—I can but conclude that their faults were exaggerated, and I have wondered that they bore so bravely all the indignities heaped upon them; I have seen a little curly-headed chap sob pitifully at his mother's knee, and have heard him wish his father anything but a parson, that he might enjoy life as other boys do.

Just think, while you are about it, whether you have always been as kind to them as you might: sharing your pleasures with them and sending them home with glad hearts; or have you been a little bit ugly, sometimes, and reminded them sarcastically of their positions.

Seeing some little children diligently trying to enjoy "coasting" on a track only ten feet long, reminds me of the long coast down a steep hillside, hundreds of miles away from this great city, where I have enjoyed the exhilarating effects of the swift ride and toilsome return; and it reminds me, too, of a story of a Parson's children. They were a wide-awake noisy set, brimming with fun, but because of the prejudice, then more general and stronger than now, they were prevented from sharing this fun with others.

Some, who thought themselves very wise, were always prophesying evil in the future, for "those children," but time has proved them false prophets. The witty sayings were "imperfections." The merriment "rudeness" but unkind words were rarely spoken by that little band of brothers and sisters. They never stoned homeless dogs or cats; never robbed birds' nests or pillaged orchards;—but they could coast and skate and run more swiftly and gracefully than any others in the village. Their lessons were always learned, their faces always bright and clean. Jealousy prevented good fellowship, except in their own little circle. What a pity to lose so much real enjoyment.

There was a splendid coasting ground in the road, sloping away from the main street in a half circle to a large lumber mill. It was in the month of February, and one snow-storm following closely after another during the winter had made a deep bed, over which the farmers had dragged ponderous logs, until it was as smooth as a mirror. Every afternoon when school closed there was a gathering of children with their home-made sleds (quite different from the pretty things you have), and a speeding over the smooth track clear to the creek. The parsonage stood near to the mill road, and after the other children were gone home, the Parson's children capped, cloaked and mittened came out and had an hour's sport in the fine cold air, under the clear sky.

One night, as they were climbing up the short-cut after an unusually long play, Dora, who was last in the "Indian file," heard voices below the rocks which overhung the creek; she listened; some one was walking on the frozen creek.

"I thought I heard children somewhere," said one.

"No, you didn't. You're very scarey, I think," was the answer.

"I'm sure I heard Dora Maywood's voice. These young ones are always around at some prank."

"Don't you worry; they're asleep this two hours. The Parson's awful strict with 'em."

Dora knew that no one had any business about the mill at that time of night, so she hurried on up the hill, to find that the little ones had gone on home and Albert was waiting for her.

"Come back down the short cut, Albert," she whispered, "I think there is something wrong at the mill."

He was ready for an adventure, and they hastened back silently. Standing close to a clump of lilacs, at the corner of the parsonage garden, they could see two men at the door of the little office in one corner of the mill evidently trying to open it. Light as their footsteps had been, the men had heard them and listened a few moments, but thinking they were mistaken they tried the lock again.

"Watch them, sis. I'll go for help," whispered Albert, quickly slipping off his heavy boots and great coat, close in the shadow of the fence he crept swiftly to the brow of the hill, and then ran like a deer to Mr. Jones's house, and knocking loudly on the bedroom window he called,

"Be quick Jones, burglars at the mill!"

Mr. Jones did not wait to say "You sassy little wretch," as he usually did when Albert spoke to him, but dressed himself, and was soon on the way to the mill with his two sons and his dog Tiger.

Albert had run back and met his father, who was just going out to look for the truants.

"I'll take you all down quicker than you can go," Albert said, and whirled his sled around into the path. They obeyed his orders as they crowded into the sled. It almost took their breath away—those big men, who had not coasted for years, nobody thought until afterwards how very comic they looked. Albert knew the tricks of the skillful coaster and landed his passengers at the mill, just as the burglars were emerging from the office with Mr. Jones's valuable papers and the little money he had left there.

The burglars started to run, but Tiger collared one, and the Parson and Mr. Jones secured the other. Dora came on the scene just then with the exclamation, "They were going to burn the mill. I heard what they said."

And sure enough, in one corner of the office they had kindled a fire, which was already beginning to blaze against the partition. That was extinguished, and the prisoners were marched up to the justice's office, and locked up in his cell long before morning.

What an excitement there was over the news on the next

day, and what a hero Albert and Tiger were. They were petted, and praised by every body, except the prisoners, who said "How unlucky! the Parson's children are always where they're not wanted, and they're so sharp nobody can fool them."

Mr. Jones rubbed his hands with satisfaction, and said "How lucky the Parson's children were out so late."

Albert was ill from the effects of his foot-race over the snow and his boots were mislaid in the snow, and not found until spring, but Mr. Jones gave him a new pair, sent him new books and nice things to eat, paid the doctor's bill and afterwards aided him in educating himself.

Mr. Jones is a very old man, but has never forgotten Albert, and if any of you should ever meet him do not tell him how bad the Parson's children are. I would not answer for the consequences—he would roar at you after the fashion of the giant in the Pilgrim's Progress, and I do not know but he would use his walking stick to hurry you out of the house.

ENGLAND'S FIFTH OF NOVEMBER.

What the Fourth of July is to American boys and girls the Fifth of November is to their British cousins across the sea. The usual round of fireworks and accidents is the same. The boys and girls are as enthusiastic and full of patriotism. Both commemorate a national deliverance. But the two anniversaries relate to two widely different facts, and many of the merry boys of America, like the merry boys of England, who run about shouting that old rhyme, "Please to remember the Fifth of November," do not know the terrible story connected with it.

The story goes back to A. D. 1605, or two years before the settlement of Jamestown in Virginia, and fifteen years before the "Landing of the Pilgrims." Queen Elizabeth had reigned over England forty-five years, and was succeeded by her nephew James I. As soon as he ascended the throne the Papists resumed the unreasonable demands, which under the reign of Mary had never been denied. But James, determined to carry out the laws of his kingdom, refused to comply with their demands. Some of the more desperate among the Papists then resolved to carry out one of the most diabolical plots recorded in the history of mankind. This scheme was to blow up the King and royal family, with both Houses, at the opening of Parliament on the fifth of November, 1605.

Before the day arrived, a Roman Catholic nobleman, whose life was desired to be saved by one of the conspirators, received a mysterious letter, full of dark hints about an awful blow which Parliament would receive from invisible hands; and the letter further besought him to absent himself on that day. The letter was shown to King James. His penetrating sagacity conceived that the letter implied some fearful catastrophe to be effected by means of gunpowder. A search was ordered; and in a cellar beneath the Houses of Parliament thirty-five barrels of gunpowder were found concealed under a mass of coal. And there—intent on his wicked purpose—was found Guy, or Guido, Fawkes, standing in a dark shadowy corner, close by the concealed gunpowder; matches and everything ready for firing the train were found on him. At first he behaved with great insolence and hardihood, and expressed the utmost regret that he had "lost the precious opportunity of at least sweetening his death by taking vengeance on his and God's enemies," as he chose to style the Protestant King and Parliament.

This is why the memory of Guy Fawkes is held in such detestation by all English men, women, and children who love their country and their Protestant institutions.—*Congregationalist*.

"As I was going over the bridge the other day," says a native of Erin, "I met Pete Hewins. 'Hewins,' says I 'how are you?' 'Pretty well, thank you, Donnelly,' says he. 'Donnelly!' says I; 'that's not my name.' 'Faith, then, no more is mine Hewins.' So at that we looked at each other agin, an', sure enough, it was naythur of us."

TWO PRESENTS TO CENTRAL PARK.—Miss Kate Field, as female lecturer and writer, has just returned from England, and brought with her a slip from the Shakspearean mulberry tree. Miss Field presented it to Central Park of New York where it is to be kept in a hot house until April 23d, the poet's birthday, when it will be planted with appropriate ceremonies. The Park has also received another present—one that has a story connected with it. While the steamer *Egypt* was coming across on her last trip to New York, a strange bird appeared suddenly in mid-ocean and flew about the ship so peculiarly that the sailors became afraid. English sportsmen on board wanted to shoot it but were prevented. Finally the bird alighted on the mast, and was caught by a sailor. The stranger turned out to be a splendid Arctic owl, probably blown south by a severe northerly gale. Such a thing as an owl in mid-ocean is most extraordinary. The bird has been given to Central Park, and being very wise looking, has been christened "Kate Field" by some of that lady's admirers.

The *Institute* is a very useful journal for the teacher.—*othay Register*.

THE WORD "GIRL."

An English town missionary entered a house in his district which was the home of a fierce character, who addressed him with: "Sit down and hear what I am going to say. I will ask you a question out of the Bible. If you answer me right, you may call at this house and read and pray with us as much as you like; if you do not answer me right I will tear your clothes off your back, and tumble you neck and heels into the street. Now what do you say to that? for I am a man of my word."

The missionary was perplexed, but at length quietly said: "I will take you."

"Well, then," said the man, "is the word *girl* in any part of the Bible? If so, where is it to be found and how often? That is my question."

"Well, sir, the word *girl* is in the Bible only once, and may be found in the words of the prophet Joel iii: 3. The words are, 'And sold a girl for wine, that they might drink.'"

"Well," replied the man, "I am beat. I durst have bet five pounds you could not have told."

"And I could not have told yesterday. This very morning, when reading the Scriptures in my family, I was surprised to find the word *girl*, and got the Concordance to see if it occurred again, and found it did not. And now, sir, I believe that God did know and does know what will come to pass, and surely his hand is in this for my protection and your good."

The whole of the inmates were greatly surprised, and the incident has been overruled to the conversion of the man, his wife, and the two lodgers.

SOME SMART CHILDREN.—Last spring five children in Colorado promised to earn money enough to pay for an organ if their father would buy one. The bargain was made, and, as a capital, three dozen chickens and an acre of land were given to them. The ground was planted with onions, and yielded the remarkable crop of three tons, for which \$145 was received. The net receipts from the chickens were \$55, making the total receipts \$200. The organ cost \$118, leaving a balance of \$82 still in the children's treasury. The children are from six to fifteen years of age and worked throughout the season with great energy and perseverance, and deserved their success.

CHAPLAIN McCABE.—During a flying trip to New York last spring, Dr. Moore gave the chaplain some samples of "Moore's throat and lung lozenges," and after fulling testing them, he writes: "Dear Doctor: The lozenges are superb, affording me great relief from hoarseness, almost instantly. They taste well, too. I want you to send dear Bishop Foster some, at Boston, as he is suffering with a heavy cold and hoarseness; also please send some more to my wife. We all like them very much; they are decidedly the best thing of the kind we ever used, for either children or grown people. Will see you soon. Yours, C. C. McCabe." Moore's lozenges are an excellent article, we are using them in our office, and commend them to all our readers. Sold by druggists at 10 and 25 a box. Dr. C. C. Moore, 68 Cortlandt street, New York.

Facts for Dairymen.

It should be borne in mind by practical dairymen, that the Perfected Butter Color of Wells, Richardson & Co., Burlington, Vt., is the best obtainable in the world. It is absolutely pure and harmless, free from odor or flavor, cannot spoil in any weather, is in liquid form and ready for instant use, costs but little, and is of a uniform standard as to strength and intensity of hue. Use no other.

A Cross Baby.

Nothing is so conducive to a man's remaining a bachelor as stopping for one night at the house of a married friend and being kept awake for five or six hours by the crying of a cross baby. All cross and crying babies need only Hop Bitters to make them well and smiling. Young man, remember this.—*Traveller*.

OLIVE ORCHARDS.—In Santa Barbara, Cal, there is an orchard of olive trees owned by Edward Cooper; some of the trees are seven years old. A good orchard will produced 200 gallons of oil per acre; that is, yield about \$1,200 worth, but that is when prices are better than now. Trees need to be ten years old to bear well. The prospects are so good that many are preparing to set out trees. The Department of Agriculture is propagating twenty varieties of olives to furnish those who call for them.

Do a Favor to a Sick Friend.

If you have a friend suffering from any disorder of the Kidneys send them a package of Kidney-Wort, and you will make them happy. Its great tonic powers is especially directed to these diseases, and it quickly relieves the distress and cures the disease. Have you tried it?

New York School Journal, for 1880.

During the present year the *SCHOOL JOURNAL* will be a most effective agency for giving information concerning education and enforcing a sound philosophy in the modes of instruction. It is becoming plain that the public mind demands an improvement on the traditional methods that are in full blast in most of the schools, and to meet this demand, the teacher needs to know the thoughts, views, plans and practice of our most progressive educators. This the *JOURNAL* brings each week to its subscribers. It is now in its tenth year, stronger, more emphatic and earnest than ever. No teacher can afford to be without this paper.

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Whose fitful cry was in the distance heard;
Or when a lizard in the dead leaves stirred,
Aroused from sleep.

And there, enshrouded within a shady dell,
As on my lids the veil of slumber fell,
I dreamed the dream that I shall briefly tell,
In modest vein:

An aged man in venerable guise,
Of aspect solemn, and of visage wise,
Stood on a throne whose splendor seemed to rise
From a vast plain,

A mighty multitude was gathered there,
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